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ABSTRACT

This publication presents a method for organizing and managing a competency-based curriculum for word processing. The curriculum has been prepared to permit maximum flexibility and individualization of instruction and may be adapted to various classroom settings. The guide contains nine units. Each unit is in the format of student profiles with student competency sheets. The student profile contains a listing of the competencies to be attained for each unit of instruction, and the student competency sheet provides the student with the unit of study, the competency statement, the performance objective, learning activities, and criterion evaluation. The guide covers the following topics: overview, operations, office procedures, applications, filing and indexing, and career applications. (KC)

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Competency-Based Curriculum
for
Word Processing

1983

Montgomery County Public Schools
Rockville, Maryland

CE 036 384

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Table of Contents

	Page
Introduction and Acknowledgments	v
Course Description and Objectives	vi
Content	vii
Overview—Introduction	1
Overview—Equipment	9
Basic Operations	21
Intermediate Operations	33
Advanced Operations	41
Office Procedures	48
Applications	51
Filing and Indexing	59
Career Applications	62

Introduction and Acknowledgments

This publication is intended to present a method for organizing and managing competency-based curriculum for Word Processing. The materials were prepared in draft form during the summer of 1981. The draft was used by business education teachers in 1981-82, and their suggestions and recommendations for alterations to the draft have been incorporated in this final copy. This curriculum has been prepared to permit maximum flexibility and individualization of instruction and may be adapted to any classroom setting.

Each unit is in the format of Student Profiles with Student Competency Sheets. The Student Profile contains a listing of the competencies to be attained for each unit of instruction, and the Student Competency Sheet will provide the student with the Unit of Study, the Competency Statement, the Performance Objective, Learning Activities, and Criterion Evaluation. These parts are further explained as follows:

1. **Unit** — This heading corresponds to the unit heading as listed in the content section.
2. **Competency Statement** — This is the statement of the particular skill to be mastered and comes directly from the Student Profile Sheet.
3. **Performance Objective** — The Performance Objective specifies exactly what the learner should be able to do as a result of completing certain tasks. The objective is based on the competency statement and includes: (a) *conditions*, which describe the situation, limits, supplies, tools, and equipment which the student will have to work with (given what?); (b) *behavior*, which states exactly what observable action the learner must demonstrate (does what?); and (c) *criteria*, which describe how much is required or how precisely the quality of work must be done (how well?).
4. **Learning Activities** — The learning activities will assist the student in mastering the competency and performing the performance objective. These activities are written to accommodate both students who can learn independently and students who need direction and supervision. The activities can range from large group activities to small group activities to individual activities.
5. **Evaluation** — This statement sets forth the standards required to show achievement of the performance objective. If, because of previous experience, a student can achieve the required standards set forth in the performance objective, he/she does not need to work on that particular competency.

The loose-leaf binder arrangement will facilitate the reproduction of Student Competency Sheets for distribution to students, thus permitting and enhancing the individualization of instruction.

The following business education teachers contributed to this document during its various stages of development.

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Course Description and Objectives

Word Processing — Grades 11 and 12

Prerequisite: Attainment of the objectives of Typewriting IB

This course is designed to teach students the concepts and theory of a clerical operation that combines people, procedures, and equipment to transform ideas into printed communications. Skills will be developed that are necessary to work in the field of word processing. These skills include training on automatic electronic equipment with internal and external storage and text-editing capabilities with or without video display.

Upon completion of Word Processing, the student should be able to:

- understand the need for and role of word processing systems in business
- demonstrate the ability to define and describe word processing and the methods of processing words
- demonstrate the ability to identify the basic elements that make up a word processing system and the role of each
- identify the various capabilities of word processing equipment
- demonstrate the ability to operate word processing equipment
- apply correct office techniques and procedures in a word processing center
- apply English skills correctly in written communication
- identify careers in word processing
- demonstrate the skills necessary for entry-level positions in word processing

Content

I. Overview
   A. Introduction
      1. history
      2. structure
      3. career opportunities
      4. terminology
   B. Equipment
      1. identification
      2. capabilities

II. Operations
   A. Basic
      1. format
      2. keyboarding
      3. edit
      4. print
      5. applications
      6. distribution
   B. Intermediate
      1. format
      2. key information
      3. edit
      4. print
      5. applications
      6. distribution
   C. Advanced
      1. format
      2. key information
      3. edit
      4. print
      5. applications
      6. distribution

III. Office Procedures
   A. Decision making
   B. Human relations

IV. Applications
   A. Handwritten copy
   B. Rough draft copy
   C. Machine transcription
   D. Proofread and edit

V. Filing and Indexing

VI. Career Applications
   A. Legal
   B. Banking
   C. Insurance
   D. Medical

Student Profile Sheet
Word Processing

Overview—Introduction	Not acceptable 1	Acceptable 2	Average 3	Good 4	Excellent 5
List major developments in word processing from 1960 to the present.					
Name the elements that are combined to form a word processing system.					
Identify the steps in the development of a document.					
List and describe forms of organizational structure.					
List entry-level skills needed to qualify for a job in word processing.					
Identify careers in word processing.					
Spell and define word processing terms.					

Student Competency Sheet

Word Processing

Unit: Overview—Introduction

Competency Statement: List major developments in word processing from 1960 to the present.

Performance Objective: Given a history of word processing from 1960 to the present and all other necessary material, the student will list the major developments in chronological order with 80% accuracy.

Learning Activities:

1. Read the entire competency sheet. List the task that must be done, how well it must be performed, and under what conditions. When you can perform the objective, ask the teacher for an evaluation.
2. Observe a slide-tape presentation or attend a lecture by your teacher on the history of word processing.
3. Read information on the history of word processing from 1960 to the present.

Evaluation: The student will list major developments in word processing from 1960 to the present in chronological order with 80% accuracy.

Student Competency Sheet

Word Processing

Unit: Overview—Introduction

Competency Statement: Name the elements that are combined to form a word processing system.

Performance Objective: Given information on a word processing system and all other necessary material, the student will name the elements of a word processing system. At least three elements must be named.

Learning Activities:

1. Read the entire competency sheet. List the task that must be done, how well it must be performed, and under what conditions. When you can perform the objective, ask the teacher for an evaluation.
2. Read information on word processing systems.
3. Attend a lecture/discussion on word processing systems.

Evaluation: The student will name at least three elements that are combined to form a word processing system.

Student Competency Sheet

Word Processing

Unit: Overview—Introduction

Competency Statement: Identify the steps in the development of a document.

Performance Objective: Given a diagram that represents the steps in the development of a document and all other necessary material, the student will label each step in the cycle with 100% accuracy.

Learning Activities:

1. Read the entire competency sheet. List the task that must be done, how well it must be performed, and under what conditions. When you can perform the objective, ask the teacher for an evaluation.
2. Read information on the steps in the development of a document.
3. On a sheet of paper, make a diagram of the steps in the development of a document.

Evaluation: On a diagram supplied by the teacher, the student will label each step in the development of a document with 100% accuracy.

Student Competency Sheet

Word Processing

Unit: Overview—Introduction

Competency Statement: List and describe forms of organizational structure.

Performance Objective: Given information on different organizational structures and all other necessary material, the student will list and describe at least three forms of organizational structure.

Learning Activities:

1. Read the entire competency sheet. List the task that must be done, how well it must be performed, and under what conditions. When you can perform the objective, ask the teacher for an evaluation.
2. Attend a lecture on forms of organizational structure.
3. View overhead transparencies on organizational charts.
4. Prepare a diagram of at least one of the organizational structures. Have the teacher check your work.

Evaluation: The student will list and describe at least three forms of organizational structure.

Student Competency Sheet

Word Processing

Unit: Overview—Introduction

Competency Statement: List entry-level skills needed to qualify for a job in word processing.

Performance Objective: Given a list of jobs in the word processing field and all other necessary material, the student will list the entry-level skills needed for each job. Sixty percent accuracy is required.

Learning Activities:

1. Read the entire competency sheet. List the task that must be done, how well it must be performed, and under what conditions. When you can perform the objective, ask the teacher for an evaluation.
2. Visit the career center for information on entry-level positions in word processing.
3. Attend a lecture by a guest speaker and list the entry-level requirements for positions in word processing.
4. Schedule a meeting with the Placement Service to acquire information on word processing positions.
5. Visit or survey employment agencies for available word processing positions.
6. Using the classified section of the newspaper, prepare a list of entry-level skills needed for word processing positions.

Evaluation: The student will list the entry-level skills needed for the word processing positions listed on a teacher-prepared exercise. Sixty percent accuracy is required.

Student Competency Sheet

Word Processing

Unit: Overview—Introduction

Competency Statement: Identify careers in word processing.

Performance Objective: Given information on the duties and educational/training requirements for word processing positions and all other necessary material, the student will write a report on at least four word processing jobs.

Learning Activities:

1. Read the entire competency sheet. List the task that must be done, how well it must be performed, and under what conditions. When you can perform the objective, ask the teacher for an evaluation.
2. Describe careers and career paths made possible by word processing.
3. View a film on career paths in word processing.
4. Schedule a meeting with the Placement Service to acquire information on word processing careers.
5. Invite a guest speaker from a word processing center.
6. Visit a word processing center.
7. Prepare a rough draft of a report on four word processing positions. Include the educational/training requirements, duties, salary, benefits, and advancement possibilities of each position.

Evaluation: The student will write a report on four word processing positions. The report must include the educational/training requirements, duties, salary, benefits, and advancement possibilities.

Student Competency Sheet

Word Processing

Unit: Overview—Introduction

Competency Statement: Spell and define word processing terms.

Performance Objective: Given a teacher-dictated list of words unique to word processing and all other necessary material, the student will spell and define these words with 80% accuracy.

Learning Activities:

1. Read the entire competency sheet. List the task that must be done, how well it must be performed, and under what conditions. When you can perform the objective, ask the teacher for an evaluation.
2. Attend a discussion on the importance of understanding word processing terms.
3. Study specified terms from the text glossary of word processing terms.
4. Write down on a sheet of paper the correct spelling of each term as it is dictated on a cassette tape. Leave enough room after each term to write a definition later. After you have written each word correctly, go back and define the words. Check your work with the key. Retain and update your work as needed.
5. Complete a crossword puzzle provided by the teacher incorporating word processing terms.
6. Using a list of word processing terms, play the game of "word processing password."

Evaluation: The student will spell and define a teacher-dictated list of word processing terms with 80% accuracy.

Student Profile Sheet

Word Processing

Overview—Equipment	Not acceptable 1	Acceptable 2	Average 3	Good 4	Excellent 5
Identify word processing equipment.					
Locate and identify operative parts of the electronic typewriter.					
Locate and identify operative parts of a text-editing typewriter without a CRT.					
Locate and identify operative parts of a text-editing typewritter with a CRT.					
Change a ribbon on word processing equipment.					
Organize a work station.					
Demonstrate the preliminary steps for using word processing equipment.					
List the common editing functions/capabilities of word processing equipment.					
List the procedures for printing on word processing equipment.					
Identify storage functions/capabilities of word processing equipment.					

Student Competency Sheet

Word Processing

Unit: Overview—Equipment

Competency Statement: Identify word processing equipment.

Performance Objective: Given a list of descriptions, a list of names of word processing equipment, and all other necessary material, the student will match the description with the name with 80% accuracy.

Learning Activities:

1. Read the entire competency sheet. List the task that must be done, how well it must be performed, and under what conditions. When you can perform the objective, ask the teacher for an evaluation.
2. Read the information describing word processing equipment.
3. Attend a lecture/demonstration on word processing equipment.
4. Visit a word processing center.
5. View a film and/or filmstrips on word processing equipment.
6. Prepare a bulletin board displaying word processing equipment.

Evaluation: From a prepared list, the student will match the name of word processing equipment with its description with 80% accuracy.

Student Competency Sheet

Word Processing

Unit: Overview—Equipment

Competency Statement: Locate and identify operative parts of the electronic typewriter.

Performance Objective: Given a blank electronic typewriter keyboard chart and all other necessary material, the student will locate and identify the operative parts with 80% accuracy.

Learning Activities:

1. Read the entire competency sheet. List the task that must be done, how well it must be performed, and under what conditions. When you can perform the objective, ask the teacher for an evaluation.
2. Read the pages in the manual relating to the operative parts of the electronic typewriter.
3. Attend a teacher demonstration on the operative parts of the electronic typewriter.
4. Study the illustration in the manual identifying operative parts and match them to the machine.
5. Using a check sheet, identify the operative parts of the electronic typewriter.

Evaluation: On a blank keyboard chart provided by the teacher, the student will locate and identify the operative parts of the electronic typewriter with 80% accuracy.

Student Competency Sheet
Word Processing

Unit: Overview—Equipment

Competency Statement: Locate and identify operative parts of a text-editing typewriter without a CRT.

Performance Objective: Given a blank keyboard chart of a text-editing typewriter without a CRT and all other necessary material, the student will locate and identify the operative parts with 80% accuracy.

Learning Activities:

1. Read the entire competency sheet. List the task that must be done, how well it must be performed, and under what conditions. When you can perform the objective, ask the teacher for an evaluation.
2. Read the pages in the manual relating to the operative parts of a text-editing typewriter without a CRT.
3. Attend a demonstration on a text-editing typewriter.
4. Study the illustration in the manual identifying operative parts and match them to the machine.
5. Using a check sheet, identify the operative parts of a text-editing typewriter.

Evaluation: On a blank keyboard chart provided by the teacher, the student will locate and identify the operative parts of a text-editing typewriter without a CRT with 80% accuracy.

Student Competency Sheet

Word Processing

Unit: Overview—Equipment

Competency Statement: Locate and identify operative parts of a text-editing typewriter with a CRT.

Performance Objective: Given a blank keyboard chart of a text-editing typewriter with a CRT and all other necessary material, the student will locate and identify the operative parts with 80% accuracy.

Learning Activities:

1. Read the entire competency sheet. List the task that must be done, how well it must be performed, and under what conditions. When you can perform the objective, ask the teacher for an evaluation.
2. Read the pages in the manual relating to the operative parts of a text-editing typewriter with a CRT.
3. Attend a demonstration on a text-editing typewriter with a CRT.
4. Study the illustration in the manual identifying operative parts and match it to the machine.
5. Using a check sheet, identify the operative parts of a text-editing typewriter with a CRT.

Evaluation: On a blank keyboard chart provided by the teacher, the student will locate and identify the operative parts of a text-editing typewriter with a CRT with 80% accuracy.

Student Competency Sheet
Word Processing

Unit: Overview—Equipment

Competency Statement: Change a ribbon on word processing equipment.

Performance Objective: Given a ribbon, instructions, and all other necessary material, the student will change the ribbon on word processing equipment with 100% accuracy.

Learning Activities:

1. Read the entire competency sheet. List the task that must be done, how well it must be performed, and under what conditions. When you can perform the objective, ask the teacher for an evaluation.
2. Read the section in the manual on "How to change a ribbon."
3. Attend a lecture/demonstration on changing a ribbon.
4. Practice removing and inserting the ribbon into the word processing equipment.
5. List the steps in changing the ribbon and retain the list for future reference.

Evaluation: The student will change a ribbon on word processing equipment with 100% accuracy.

Student Competency Sheet
Word Processing

Unit: Overview—Equipment

Competency Statement: Organize a work station.

Performance Objective: Given access to a work station and all other necessary material, the student will visually demonstrate to the teacher a work station arranged for efficiency. The student will be observed and evaluated according to criteria listed on a teacher-prepared handout. No reference may be used.

Learning Activities:

1. Read the entire competency sheet. List the task that must be done, how well it must be performed, and under what conditions. When you can perform the objective, ask the teacher for an evaluation.
2. Study the handout criteria for an efficient work station arrangement. Arrange the work station accordingly. Have the teacher check your work station.
3. Attend a lecture/demonstration on organizing a work station.

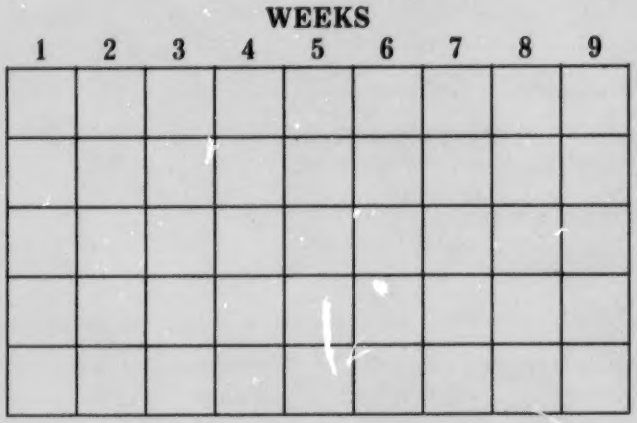
Evaluation: The student will visually demonstrate to the teacher a work station arranged for efficiency. The student will be evaluated according to the criteria listed on a teacher-prepared handout.

Criteria for an Efficient Work Station

Ratings:		
	Excellent	5 points
	Good	4 points
	Average	3 points
	Acceptable	2 points
	Not Acceptable	1 point

Work Station Arrangement

1. Typewriting paper easily accessible (if needed)
2. Manual in position for easy reading
3. Desk clear of unneeded books and other material
4. Cover removed and properly folded (if applicable)
5. Cover replaced at end of period



Student Competency Sheet
Word Processing

Unit: Overview—Equipment

Competency Statement: Demonstrate the preliminary steps for using word processing equipment.

Performance Objective: Given access to word processing equipment, instructions, and all other necessary material, the student will demonstrate the preliminary steps for using the equipment. One hundred percent accuracy is required.

Learning Activities:

1. Read the entire competency sheet. List the task that must be done, how well it must be performed, and under what conditions. When you can perform the objective, ask the teacher for an evaluation.
2. Attend a lecture/demonstration on the preliminary steps for using word processing equipment.
3. Obtain an information sheet from the teacher on setting up word processing equipment.
4. List the steps for setting up word processing equipment. Retain the list for future reference.

Evaluation: The student will demonstrate the preliminary steps for using word processing equipment. One hundred percent accuracy is required.

Student Competency Sheet

Word Processing

Unit: Overview—Equipment

Competency Statement: List the common editing functions/capabilities of word processing equipment.

Performance Objective: Given data and all other necessary material, the student will list the editing functions/capabilities of word processing equipment with 80% accuracy.

Learning Activities:

1. Read the entire competency sheet. List the task that must be done, how well it must be performed, and under what conditions. When you can perform the objective, ask the teacher for an evaluation.
2. Read information on editing functions/capabilities of word processing equipment.
3. Prepare a checklist to be used in editing a document. Retain it for future reference.
4. Read the information on recall, delete, insert, move, search, and replace functions in your manual.

Evaluation: On a test, the student will list the common editing functions of word processing equipment with 80% accuracy.

Student Competency Sheet

Word Processing

Unit: Overview—Equipment

Competency Statement: List the procedures for printing on word processing equipment.

Performance Objective: Given information and all other necessary material, the student will list the procedures for printing on word processing equipment with 100% accuracy.

Learning Activities:

1. Read the entire competency sheet. List the task that must be done, how well it must be performed, and under what conditions. When you can perform the objective, ask the teacher for an evaluation.
2. Read the information in your manual pertaining to the printing function.
3. Observe a teacher demonstration on the operation of the printer.
4. Demonstrate the printing procedures to your teacher.

Evaluation: On a test, the student will list the procedures for printing on word processing equipment with 100% accuracy.

Student Competency Sheet

Word Processing

Unit: Overview—Equipment

Competency Statement: Identify storage functions/capabilities of word processing equipment.

Performance Objective: Given data and all other necessary material, the student will identify the storage functions/capabilities of word processing equipment with 80% accuracy.

Learning Activities:

1. Read the entire competency sheet. List the task that must be done, how well it must be performed, and under what conditions. When you can perform the objective, ask the teacher for an evaluation.
2. Read information on the storage functions of your word processing equipment.
3. Attend a lecture on the storage functions of your word processing equipment.
4. Identify working memory capabilities of your word processing equipment.
5. Identify the external storage capacity of your word processing equipment.
6. Attend a demonstration on transferring the internal memory to disk storage.

Evaluation: From information provided, the student will identify the storage functions/capabilities of word processing equipment with 80% accuracy.

Student Profile Sheet
Word Processing

Basic Operations	Not acceptable 1	Acceptable 2	Average 3	Good 4	Excellent 5
Identify status line information.					
Set up and revise a format line.					
Identify symbols and applications used in basic text entry formatting.					
Key-in and store a document.					
Center text.					
Indent, tabulate, and decimal tabulate text.					
Determine the occasions for using the required return and required space.					
Insert a page break.					
Delete text on word processing equipment.					
Insert text on word processing equipment.					
Key-in and arrange material in column form.					

Student Competency Sheet

Word Processing

Unit: Basic Operations

Competency Statement: Identify status line information.

Performance Objective: Given a list of status line headings, a list of messages/information, and all other necessary material, the student will match the headings with the messages/information with 100% accuracy.

Learning Activities:

1. Read the entire competency sheet. List the task that must be done, how well it must be performed, and under what conditions. When you can perform the objective, ask the teacher for an evaluation.
2. Attend a lecture/demonstration on the use of a status line as a systems communicator.
3. Attend a lecture/demonstration on identifying the parts of a status line.
4. Complete an exercise filling in the information included on the status line. Have the teacher check your work.

Evaluation: The student will match a list of status line headings with a list of messages/information with 100% accuracy.

Student Competency Sheet
Word Processing

Unit: Basic Operations

Competency Statement: Set up and revise a format line.

Performance Objective: Given the equipment manual, a set of instructions, opportunity to view demonstrations, and all other necessary material, the student will set up and revise a format line. The left margin, right margin, vertical spacing, and tabs must be set as directed by the teacher.

Learning Activities:

1. Read the entire competency sheet. List the task that must be done, how well it must be performed, and under what conditions. When you can perform the objective, ask the teacher for an evaluation.
2. Read the instructions and/or attend a demonstration on how to set and change vertical line spacing.
3. Set and change vertical line spacing on the word processing equipment from teacher instructions.
4. Read the instructions and/or attend a demonstration on how to position tabs on the format line.
5. Position tabs on the format line. Have the teacher check your work.
6. Read the instructions and/or attend a demonstration on positioning the line length.
7. Position various line lengths on word processing equipment.

Evaluation: The student will set up and revise a format line. The left margin, right margin, vertical spacing, and tabs must be set as directed by the teacher.

Student Competency Sheet

Word Processing

Unit: Basic Operations

Competency Statement: Identify symbols and applications used in basic text entry formatting.

Performance Objective: Given a list of symbols and applications used in basic text entry formatting and all other necessary material, the student will match the symbols with the applications with 100% accuracy.

Learning Activities:

1. Read the entire competency sheet. List the task that must be done, how well it must be performed, and under what conditions. When you can perform the objective, ask the teacher for an evaluation.
2. Attend a lecture/demonstration on the symbols used in basic text entry formatting.
3. Attend a lecture/demonstration on the functions of the symbols used in basic text entry formatting.
4. Identify symbols using flash cards.
5. Match the symbols to the functions. Check your paper with the answer key.

Evaluation: The student will match a list of basic text entry formatting symbols with the applications with 100% accuracy.

Student Competency Sheet

Word Processing

Unit: Basic Operations

Competency Statement: Key-in and store a document.

Performance Objective: Given text and all other necessary material, the student will key-in and store a document. All designated text must be properly entered and stored.

Learning Activities:

1. Read the entire competency sheet. List the task that must be done, how well it must be performed, and under what conditions. When you can perform the objective, ask the teacher for an evaluation.
2. Attend a lecture/demonstration on steps needed to key-in and store a document.
3. Review the basic text entry formatting techniques.
4. Key-in and store a document. Have the teacher check your work.

Evaluation: The student will key-in and store a document. All designated text must be properly entered and stored.

Student Competency Sheet

Word Processing

Unit: Basic Operations

Competency Statement: Center text.

Performance Objective: Given text and all other necessary material, the student will key-in and give the necessary commands to properly center text with 100% accuracy.

Learning Activities:

1. Read the entire competency sheet. List the task that must be done, how well it must be performed, and under what conditions. When you can perform the objective, ask the teacher for an evaluation.
2. Identify the symbol and locate the keys used for centering.
3. Attend a lecture/demonstration on the steps for centering text.
4. Center several lines of text. Have your teacher check your work.
5. Center several lines of text over other than the center of the page. Have the teacher check your work.

Evaluation: The student will center text provided by the teacher. One hundred percent accuracy is required.

Student Competency Sheet

Word Processing

Unit: Basic Operations

Competency Statement: Indent, tabulate, and decimal tabulate text.

Performance Objective: Given text and all other necessary material, the student will indent, tabulate, and decimal tabulate a document where necessary. All indentions, tabulations, and decimal tabulations must be correct.

Learning Activities:

1. Read the entire competency sheet. List the task that must be done, how well it must be performed, and under what conditions. When you can perform the objective, ask the teacher for an evaluation.
2. Identify the symbols and locate the keys used for indenting, tabulating, and decimal tabulating.
3. Attend a lecture/demonstration on the steps needed to indent.
4. Set indentions on the word processing equipment.
5. Attend a lecture/demonstration on the steps needed to tabulate.
6. Set tabulations on the word processing equipment.
7. Attend a lecture/demonstration on the steps needed to set decimal tabulation.
8. Set decimal tabulations on the word processing equipment.
9. Key-in text incorporating indenting, tabulating, and decimal tabulating. Have the teacher check your work.

Evaluation: The student will indent, tabulate, and decimal tabulate text from material provided by the teacher. All indentions, tabulations, and decimal tabulations must be correct.

Student Competency Sheet

Word Processing

Unit: Basic Operations

Competency Statement: Determine the occasions for using the required return and required space.

Performance Objective: Given text and all other necessary material, the student will key-in text incorporating the required return and required space with 80% accuracy.

Learning Activities:

1. Read the entire competency sheet. List the task that must be done, how well it must be performed, and under what conditions. When you can perform the objective, ask the teacher for an evaluation.
2. Attend a lecture on the purposes for the required return and the required space.
3. Review the symbols for the required return and the required space.
4. Attend a lecture/demonstration of the technique used for keying-in the required return.
5. Key-in exercises using required return to illustrate paragraph endings and certain line endings.
6. Attend a lecture/demonstration of the technique used for keying-in the required space.
7. Key-in exercises using the required space to prevent names, dates, etc., from being split on two lines as the result of automatic wrap around.

Evaluation: The student will key-in text incorporating the required return and required space with 80% accuracy.

Student Competency Sheet
Word Processing

Unit: Basic Operations

Competency Statement: Insert a page break.

Performance Objective: Given several pages of text with specific page endings and all other necessary material, the student will key-in the text with proper page breaks. One hundred percent accuracy is required.

Learning Activities:

1. Read the entire competency sheet. List the task that must be done, how well it must be performed, and under what conditions. When you can perform the objective, ask the teacher for an evaluation.
2. Review the symbol for the page break.
3. Attend a lecture/demonstration on the keying-in technique for the page break.
4. From several pages of text, specify the end of one printed page and the beginning of the next. Have the teacher check your work.

Evaluation: The student will key-in text with specific page endings to show proper page breaks. One hundred percent accuracy is required.

Student Competency Sheet

Word Processing

Unit: Basic Operations

Competency Statement: Delete text on word processing equipment.

Performance Objective: Given access to a previously created document and all other necessary material, the student will delete certain segments. Only designated text must be deleted.

Learning Activities:

1. Read the entire competency sheet. List the task that must be done, how well it must be performed, and under what conditions. When you can perform the objective, ask the teacher for an evaluation.
2. Attend a lecture/demonstration on deleting text.
3. Study the section in the manual on highlighting/dehighlighting.
4. Practice highlighting/dehighlighting techniques on word processing equipment.
5. Key-in text deleting specific segments. Have the teacher check your work.

Evaluation: The student will delete certain segments from a previously created document. Only designated text must be deleted.

Student Competency Sheet
Word Processing

Unit: Basic Operations

Competency Statement: Insert text on word processing equipment.

Performance Objective: Given access to a previously created document and all other necessary material, the student will insert certain segments. Only designated text must be inserted.

Learning Activities:

1. Read the entire competency sheet. List the task that must be done, how well it must be performed, and under what conditions. When you can perform the objective, ask the teacher for an evaluation.
2. Attend a lecture/demonstration on inserting text.
3. Review the section in the manual on highlighting/dehighlighting.
4. Practice highlighting/dehighlighting techniques on word processing equipment.
5. Key-in text inserting specific segments. Have the teacher check your work.

Evaluation: The student will insert certain segments from a previously created document. Only designated text must be inserted.

Student Competency Sheet

Word Processing

Unit: Basic Operations

Competency Statement: Key-in and arrange material in column form.

Performance Objective: Given information for a column layout arrangement, access to word processing equipment, and all other necessary material, the student will key-in and arrange the material in columns. Left and right margins must be equal, and spacing between columns must be uniform.

Learning Activities:

1. Read the entire competency sheet. List the task that must be done, how well it must be performed, and under what conditions. When you can perform the objective, ask the teacher for an evaluation.
2. Review procedures involved in arranging a column layout.
3. Attend a lecture/demonstration on commands used for executing a column layout.
4. Arrange a column layout from information provided. Have the teacher check your work.

Evaluation: The student will key-in and arrange material in column form. Left and right margins must be equal, and spacing between columns must be uniform.

Student Profile Sheet
Word Processing

Intermediate Operations	Not acceptable 1	Acceptable 2	Average 3	Good 4	Excellent 5
Change format.					
Underscore selected items.					
Key-in superscript/subscript data.					
Locate information by using commands.					
Search and replace data.					
Copy and move data.					
Enter operator notes.					

Student Competency Sheet
Word Processing

Unit: Intermediate Operations

Competency Statement: Change format.

Performance Objective: Given data for establishing a new format and all other necessary material, the student will key-in the changes in format with 100% accuracy.

Learning Activities:

1. Read the entire competency sheet. List the task that must be done, how well it must be performed, and under what conditions. When you can perform the objective, ask the teacher for an evaluation.
2. Attend a lecture/demonstration on the commands necessary to create an alternate format.
3. Attend a lecture/demonstration on the commands necessary to revise the original format.
4. Attend a lecture/demonstration on the commands necessary to recreate the original format.
5. Attend a lecture/demonstration on the commands necessary to delete the existing format.
6. Key-in an exercise requiring the use of different formats.

Evaluation: The student will key-in changes in format from designated material with 100% accuracy.

Student Competency Sheet

Word Processing

Unit: Intermediate Operations

Competency Statement: Underscore selected items.

Performance Objective: Given data and all other necessary material, the student will underscore selected items with 100% accuracy.

Learning Activities:

1. Read the entire competency sheet. List the task that must be done, how well it must be performed, and under what conditions. When you can perform the objective, ask the teacher for an evaluation.
2. Attend a lecture/demonstration on the commands necessary to underscore a specific word and to make a continuous underscore.
3. Underscore selected words or phrases from designated exercises. Have the teacher check your work.
4. Attend a lecture/demonstration on the commands necessary to remove the underscore mode.
5. Practice the procedure for removing the underscore mode.

Evaluation: From material provided by the teacher, the student will underscore selected items with 100% accuracy.

Student Competency Sheet

Word Processing

Unit: Intermediate Operations

Competency Statement: Key-in superscript/subscript data.

Performance Objective: Given access to a stored document requiring the use of superscript/subscript data and all other necessary material, the student will key-in the symbols. The keyed-in symbols must be inserted in the appropriate positions. One hundred percent accuracy is required.

Learning Activities:

1. Read the entire competency sheet. List the task that must be done, how well it must be performed, and under what conditions. When you can perform the objective, ask the teacher for an evaluation.
2. Attend a lecture/demonstration on the commands necessary to superscript/subscript material.
3. Complete superscript/subscript exercises. Have the teacher check your work.

Evaluation: The student will key-in superscript/subscript data on a document. The keyed-in symbols must be inserted in the appropriate positions. One hundred percent accuracy is required.

Student Competency Sheet
Word Processing

Unit: Intermediate Operations

Competency Statement: Locate information by using commands.

Performance Objective: Given access to a stored document and all other necessary material, the student will locate specified information by using commands with 100% accuracy.

Learning Activities:

1. Read the entire competency sheet. List the task that must be done, how well it must be performed, and under what conditions. When you can perform the objective, ask the teacher for an evaluation.
2. Review cursor key commands.
3. Attend a lecture/demonstration on the commands necessary to locate information.
4. Locate specific information from a designated exercise. Have the teacher check your work.

Evaluation: The student will use commands to locate specific information from a document with 100% accuracy.

Student Competency Sheet
Word Processing

Unit: Intermediate Operations

Competency Statement: Search and replace data.

Performance Objective: Given access to a stored document and all other necessary material, the student will search and replace selected data with 100% accuracy.

Learning Activities:

1. Read the entire competency sheet. List the task that must be done, how well it must be performed, and under what conditions. When you can perform the objective, ask the teacher for an evaluation.
2. Attend a lecture/demonstration on the commands to search and replace data.
3. Search and replace data in an exercise provided by the teacher. Have the teacher check your work.
4. Attend a lecture/demonstration on the necessary command to do a global search and replace data.
5. Do a global search and replace selected data in a document provided by the teacher. Have the teacher check your work.

Evaluation: In a stored document designated by the teacher, the student will search and replace selected data with 100% accuracy.

Student Competency Sheet
Word Processing

Unit: Intermediate Operations

Competency Statement: Copy and move data.

Performance Objective: Given access to a stored document and all other necessary material, the student will copy and move selected data with 100% accuracy.

Learning Activities:

1. Read the entire competency sheet. List the task that must be done, how well it must be performed, and under what conditions. When you can perform the objective, ask the teacher for an evaluation.
2. Review highlighting/dehighlighting techniques.
3. Attend a lecture/demonstration on the necessary commands to copy and move data within a stored document.
4. Copy and move data within a stored document.

Evaluation: The student will copy and move selected data within a stored document with 100% accuracy.

Student Competency Sheet

Word Processing

Unit: Intermediate Operations

Competency Statement: Enter operator notes.

Performance Objective: Given access to a stored document, selected instructions/reminders, and all other necessary material, the student will enter operator notes at designated places. Notes must be appropriately entered.

Learning Activities:

1. Read the entire competency sheet. List the task that must be done, how well it must be performed, and under what conditions. When you can perform the objective, ask the teacher for an evaluation.
2. Attend a lecture/demonstration on the necessary commands to enter operator notes.
3. Enter notes from instructions provided by the teacher. Have the teacher check your work.

Evaluation: The student will enter operator notes on a document at designated places. Notes must be appropriately entered.

Student Profile Sheet
Word Processing

Advanced Operations	Not acceptable 1	Acceptable 2	Average 3	Good 4	Excellent 5
Hyphenate text.					
Paginate a text.					
Insert headers/footers.					
Copy and move data from one document to another.					
Key-in print instructions.					
Print a document.					

Student Competency Sheet

Word Processing

Unit: Advanced Operations

Competency Statement: Hyphenate text.

Performance Objective: Given access to a stored document and all other necessary material, the student will hyphenate words at line endings by using the appropriate commands with 90% accuracy.

Learning Activities:

1. Read the entire competency sheet. List the task that must be done, how well it must be performed, and under what conditions. When you can perform the objective, ask the teacher for an evaluation.
2. Review word division guides.
3. Attend a lecture/demonstration on commands necessary for hyphenation.
4. Hyphenate line endings in a document provided by the teacher. Have the teacher check your work.
5. Attend a lecture/demonstration on commands necessary for global hyphenation.
6. Globally hyphenate a document provided by the teacher. Have the teacher check your work.

Evaluation: The student will hyphenate line endings on a stored document with 90% accuracy.

Student Competency Sheet

Word Processing

Unit: Advanced Operations

Competency Statement: Paginate a text.

Performance Objective: Given access to a stored document and all other necessary material, the student will paginate the text with 100% accuracy.

Learning Activities:

1. Read the entire competency sheet. List the task that must be done, how well it must be performed, and under what conditions. When you can perform the objective, ask the teacher for an evaluation.
2. Attend a lecture/demonstration on the commands necessary to paginate.
3. Paginate a stored document. Have the teacher check your work.
4. Attend a lecture/demonstration on commands necessary for global pagination.
5. Globally paginate a stored document. Have the teacher check your work.

Evaluation: The student will paginate a stored document with 100% accuracy.

Student Competency Sheet
Word Processing

Unit: Advanced Operations

Competency Statement: Insert headers/footers.

Performance Objective: Given access to a stored document, information to be entered, and all other necessary material, the student will insert headers/footers. Headers/footers must be appropriately placed.

Learning Activities:

1. Read the entire competency sheet. List the task that must be done, how well it must be performed, and under what conditions. When you can perform the objective, ask the teacher for an evaluation.
2. Attend a lecture/demonstration on the commands necessary to insert headers/footers.
3. Insert headers/footers in a stored document. Have the teacher check your work.

Evaluation: The student will insert headers/footers in a stored document. Headers/footers must be appropriately placed.

Student Competency Sheet
Word Processing

Unit: Advanced Operations

Competency Statement: Copy and move data from one document to another.

Performance Objective: Given access to two stored documents and all other necessary material, the student will copy and move data from one document to another with 100% accuracy.

Learning Activities:

1. Read the entire competency sheet. List the task that must be done, how well it must be performed, and under what conditions. When you can perform the objective, ask the teacher for an evaluation.
2. Observe a demonstration on the commands necessary to copy and move material from one stored document to another.
3. Copy and move data from one stored document to another. Have the teacher check your work.

Evaluation: The student will copy and move data from one stored document to another with 100% accuracy.

Student Competency Sheet
Word Processing

Unit: Advanced Operations

Competency Statement: Key-in print instructions.

Performance Objective: Given access to a stored document, print instructions, and all other necessary material, the student will key-in the appropriate print instructions with 100% accuracy.

Learning Activities:

1. Read the entire competency sheet. List the task that must be done, how well it must be performed, and under what conditions. When you can perform the objective, ask the teacher for an evaluation.
2. Attend a lecture/demonstration on print instructions/selections.
3. Print a stored document. Have the teacher check your work.

Evaluation: The student will key-in the appropriate print instructions/selections for a stored document with 100% accuracy.

Student Competency Sheet
Word Processing

Unit: Advanced Operations

Competency Statement: Print a document.

Performance Objective: Given access to a stored document, word processing equipment needed for printing, and all other necessary material, the student will print the document with 100% accuracy.

Learning Activities:

1. Read the entire competency sheet. List the task that must be done, how well it must be performed, and under what conditions. When you can perform the objective, ask the teacher for an evaluation.
2. Attend a lecture/demonstration on operating printer controls.
3. Review techniques for changing a ribbon and correcting tape.
4. Attend a lecture/demonstration on changing a daisy wheel.
5. Attend a lecture/demonstration on inserting paper on word processing equipment.
6. Print a stored document. Have the teacher check your work.

Evaluation: The student will print a stored document with 100% accuracy.

Student Profile Sheet
Word Processing

Office Procedures	Not acceptable 1	Acceptable 2	Average 3	Good 4	Excellent 5
Set priorities and make decisions on work to be performed.					
Identify interpersonal skills that are appropriate in business.					

Student Competency Sheet
Word Processing

Unit: Office Procedures

Competency Statement: Set priorities and make decisions on work to be performed.

Performance Objective: Given a list of tasks to be performed and all other necessary material, the student will schedule the order of work to be completed. Eighty percent accuracy is required.

Learning Activities:

1. Read the entire competency sheet. List the task that must be done, how well it must be performed, and under what conditions. When you can perform the objective, ask the teacher for an evaluation.
2. Participate in groups of three to five and complete drills given by the teacher listing the order of the work to be performed. This will establish priorities in a group setting.
3. Write the list compiled in Activity 2 on the board and compare your list of priorities with those of other groups.
4. Participate in a discussion on the reasons for performing certain tasks before others.
5. Complete a list on your own. List the order of the work to be performed. Have the teacher check your work.

Evaluation: From a list of tasks provided by the teacher, the student will list the order of work with 80% accuracy.

Student Competency Sheet

Word Processing

Unit: Office Procedures

Competency Statement: Identify interpersonal skills that are appropriate in business.

Performance Objective: Given simulated office situations and all other necessary material, the student will identify interpersonal skills that are appropriate in business. Eighty percent accuracy is required.

Learning Activities:

1. Read the entire competency sheet. List the task that must be done, how well it must be performed, and under what conditions. When you can perform the objective, ask the teacher for an evaluation.
2. Using a T account, label the left side assets (+) and the right side liabilities (−). On the assets side, list all the assets that you feel will help you to have a successful work attitude. On the liability side, list all the liabilities you feel will hinder you in developing a successful work attitude.
3. Referring to the material in Activity 2, participate in a discussion on the importance of the assets in human relations and on how the liabilities can become assets.
4. Visit an office and observe human relations. Write a report on your observation.
5. Fill out a performance appraisal sheet on yourself provided by the teacher.
6. Participate in a discussion on how to strive to achieve personality performance skills that will help you earn the best ratings for each item on the appraisal sheet provided by the teacher.
7. Analyze the following office situations and write an explanation of how you would respond using principles of human relations:
   a) You made a serious typing error when helping out a fellow employee. Your supervisor finds the error and blames your fellow employee, and your fellow employee is taking the blame for you.
   b) One of your co-workers has an important engagement for this evening, but your supervisor comes in and asks this co-worker to work overtime. You have not made any definite plans for this evening.
   c) Your work is up to date and you can finally relax. However, one of your fellow employees has been sick and is really behind in getting his/her work completed.
   d) An employee of yours had been an excellent worker until her father died two months ago. Since that time, she has been very irritable and the quality of her work has declined.

Evaluation: The student will analyze office situations and identify interpersonal skills that are appropriate in business. Eighty percent accuracy is required.

Student Profile Sheet
Word Processing

Applications	Not acceptable 1	Acceptable 2	Average 3	Good 4	Excellent 5
Key-in material from handwritten copy; edit and print material.					
Key-in material from rough draft copy; edit and print material.					
Use correct English skills in written communications.					
Correctly spell frequently misspelled business terms.					
Divide words correctly according to accepted word division rules.					
Identify and explain the function of the operative parts of transcription equipment.					
Transcribe from machine dictation.					

Student Competency Sheet

Word Processing

Unit: Applications

Competency Statement: Key-in material from handwritten copy; edit and print material.

Performance Objective: Given handwritten copy of approximately 100 words and all other necessary material, the student will key-in, edit, and print the information. The task must be completed within 10 minutes with 100% accuracy.

Learning Activities:

1. Read the entire competency sheet. List the task that must be done, how well it must be performed, and under what conditions. When you can perform the objective, ask the teacher for an evaluation.
2. Review the procedures for storing, editing, and printing copy.
3. Key-in material from handwritten copy provided by the teacher.
4. Edit and print the material from Activity 3. Have the teacher check your work.

Evaluation: The student will key-in, edit, and print the information from handwritten copy of approximately 100 words. The task must be completed within 10 minutes with 100% accuracy.

Student Competency Sheet

Word Processing

Unit: Applications

Competency Statement: Key-in material from rough draft copy; edit and print material.

Performance Objective: Given rough draft copy of approximately 100 words and all other necessary material, the student will key-in, edit, and print the information. The task must be completed within 20 minutes with 100% accuracy.

Learning Activities:

1. Read the entire competency sheet. List the task that must be done, how well it must be performed, and under what conditions. When you can perform the objective, ask the teacher for an evaluation.
2. Review proofreaders' marks.
3. Complete a quiz on proofreaders' marks.
4. Using proofreaders' marks, make notations on a rough draft.
5. Key-in material from rough draft copy from Activity 4.
6. Edit and print the rough draft copy from Activity 4. Have the teacher check your work.

Evaluation: The student will key-in, edit, and print the information from rough draft copy of approximately 100 words. The task must be completed within 20 minutes with 100% accuracy.

Student Competency Sheet

Word Processing

Unit: Applications

Competency Statement: Use correct English skills in written communications.

Performance Objective: Given document information and all other necessary material, the student will compose a document using correct English skills at the word processor. Eighty percent accuracy is required.

Learning Activities:

1. Read the entire competency sheet. List the task that must be done, how well it must be performed, and under what conditions. When you can perform the objective, ask the teacher for an evaluation.
2. Attend a lecture reviewing capitalization, grammar, punctuation, and sentence structure.
3. Complete selected exercises on English skills.
4. Compose a rough draft document at the word processor.
5. Proofread the rough draft from Activity 4 and make any necessary corrections. Have the teacher check your work.
6. Complete a test on capitalization, punctuation, grammar, and sentence structure rules. Have the teacher check your work.

Evaluation: The student will compose a document using correct capitalization, grammar, punctuation, and sentence structure at the word processor. Eighty percent accuracy is required.

Student Competency Sheet
Word Processing

Unit: Applications

Competency Statement: Correctly spell frequently misspelled business terms.

Performance Objective: Given a list of frequently misspelled business terms and all other necessary material, the student will correctly spell the terms with 80% accuracy.

Learning Activities:

1. Read the entire competency sheet. List the task that must be done, how well it must be performed, and under what conditions. When you can perform the objective, ask the teacher for an evaluation.
2. Study the spelling list provided by the teacher.
3. Spell words provided by the teacher. Have the teacher check your work.
4. Prepare a glossary of word processing terms. Keep this list updated weekly.
5. Define any words from the list provided by the teacher that are unfamiliar to you. Have the teacher check your work.
6. Participate in a spelling bee.

Evaluation: From a list provided, the student will correctly spell frequently misspelled business terms with 80% accuracy.

Student Competency Sheet

Word Processing

Unit: Applications

Competency Statement: Divide words correctly according to accepted word division rules.

Performance Objective: Given a list of words and all other necessary material, the student will divide the words at all acceptable places according to the basic guides of word division with 80% accuracy.

Learning Activities:

1. Read the entire competency sheet. List the task that must be done, how well it must be performed, and under what conditions. When you can perform the objective, ask the teacher for an evaluation.
2. Review word division rules.
3. Complete practice exercises on dividing words correctly.
4. Complete an assignment on dividing words correctly using the guide provided by the teacher. Have the teacher check your work.

Evaluation: From a list provided by the teacher, the student will divide words at all acceptable places according to word division rules with 80% accuracy.

Student Competency Sheet
Word Processing

Unit: Applications

Competency Statement: Identify and explain the function of the operative parts of transcription equipment.

Performance Objective: Given descriptive information on transcription equipment and all other necessary material, the student will identify and explain the operative parts of the equipment with 90% accuracy.

Learning Activities:

1. Read the entire competency sheet. List the task that must be done, how well it must be performed, and under what conditions. When you can perform the objective, ask the teacher for an evaluation.
2. Read material on transcription equipment provided by the teacher.
3. Attend a class discussion on transcription equipment.
4. List the operative parts of a transcribing machine and explain the function of each part.
5. Complete a quiz matching the operative parts of a transcribing machine with the description of each part. Have the teacher check your work.

Evaluation: The student will identify and explain the operative parts of transcription equipment with 90% accuracy.

Student Competency Sheet
Word Processing

Unit: Applications

Competency Statement: Transcribe from machine dictation.

Performance Objective: Given prerecorded dictation, selected sections to be typed, a transcribing unit, and all other necessary material, the student will type the material with 80% accuracy.

Learning Activities:

1. Read the entire competency sheet. List the task that must be done, how well it must be performed, and under what conditions. When you can perform the objective, ask the teacher for an evaluation.
2. Attend a demonstration on the use of the transcriber.
3. Review the transcriber manual and locate basic transcriber parts.
4. Practice inserting the prerecorded material and using the foot pedal. Use the listen, stop, type approach. Adjust speed, tone, and volume.
5. Request prerecorded practice material from the teacher. Transcribe it and have the teacher check your work.

Evaluation: The student will type selected sections from prerecorded dictation with 80% accuracy.

Student Profile Sheet
Word Processing

Filing and Indexing	Not acceptable 1	Acceptable 2	Average 3	Good 4	Excellent 5
Transfer text material from working memory to disk.					
Prepare a file index.					

Student Competency Sheet
Word Processing

Unit: Filing and Indexing

Competency Statement: Transfer text material from working memory to disk.

Performance Objective: Given access to word processing equipment, a disk, and all other necessary material, the student will transfer information from working memory to disk with 100% accuracy.

Learning Activities:

1. Read the entire competency sheet. List the task that must be done, how well it must be performed, and under what conditions. When you can perform the objective, ask the teacher for an evaluation.
2. Read the instructions necessary to transfer text information from working memory to disk.
3. Complete drills transferring text information from working memory to disk.
4. Read the instructions necessary to transfer text information from disk back to working memory.
5. Complete drills transferring text information from disk back to working memory.
6. Complete an assignment transferring text material from working memory to disk. Have the teacher check your work.

Evaluation: The student will transfer text material from working memory to disk with 100% accuracy.

Student Competency Sheet

Word Processing

Unit: Filing and Indexing

Competency Statement: Prepare a file index.

Performance Objective: Given a disk and all other necessary material, the student will prepare a file index with 100% accuracy.

Learning Activities:

1. Read the entire competency sheet. List the task that must be done, how well it must be performed, and under what conditions. When you can perform the objective, ask the teacher for an evaluation.
2. Read the information on filing and indexing provided by the teacher.
3. Participate in a class discussion/demonstration on filing and indexing.
4. File and index 10 documents provided by the teacher.
5. Assign a number, letter, and/or title to each disk provided by the teacher.
6. Print a file copy of each disk's index.
7. Place the disk and its file copy in proper sequence in the storage files.

   (*Note:* Disks have a specified shelf-life and require storage away from magnetic disturbances. Regardless of the method used in filing disks, always place the diskette in its envelope before filing.)

   Have the teacher check your disk file.

Evaluation: From information provided, the student will prepare a file index with 100% accuracy.

Student Profile Sheet
Word Processing

Career Applications	Not acceptable 1	Acceptable 2	Average 3	Good 4	Excellent 5
Apply word processing to a legal document using power typing.					
Apply word processing to a legal document using variables.					
Apply word processing to a legal document using the merge function.					
Apply word processing to a banking document using variables.					
Apply word processing to a banking document using the merge function.					
Apply word processing to an insurance document using variables.					
Apply word processing to an insurance document using the merge function.					
Apply word processing to a medical document using power typing.					
Apply word processing to a medical document using variables.					

Student Competency Sheet

Word Processing

Unit: Career Applications

Competency Statement: Apply word processing to a legal document using power typing.

Performance Objective: Given a legal brief and all other necessary material, the student will store, revise, and print the legal brief with 100% accuracy.

Learning Activities:

1. Read the entire competency sheet. List the task that must be done, how well it must be performed, and under what conditions. When you can perform the objective, ask the teacher for an evaluation.
2. Attend a lecture/presentation on the format of legal documents.
3. Review centering, underscoring, and editing in the reference manual.
4. Store, revise, and print background information on legal documents from rough draft.
5. Store, revise, and print a legal brief from rough draft. Have the teacher check your work.

Evaluation: From information given, the student will store, revise, and print a legal brief with 100% accuracy.

Student Competency Sheet

Word Processing

Unit: Career Applications

Competency Statement: Apply word processing to a legal document using variables.

Performance Objective: Given access to a stored form for a will, variables, and all other necessary material, the student will complete the will with 100% accuracy.

Learning Activities:

1. Read the entire competency sheet. List the task that must be done, how well it must be performed, and under what conditions. When you can perform the objective, ask the teacher for an evaluation.
2. Attend a presentation by a lawyer on legal documents.
3. Complete the stop code exercises provided by the teacher. Have the teacher check your work.
4. Practice the following assignments which will be provided by the teacher and which use variables:

   a) will
   b) power of attorney
   c) contract of sale
   d) divorce action
   e) lease

   Have the teacher check your work.

Evaluation: From information given, the student will complete a will using variables with 100% accuracy.

Student Competency Sheet

Word Processing

Unit: Career Applications

Competency Statement: Apply word processing to a legal document using the merge function.

Performance Objective: Given access to a stored form for a partnership agreement, variables, and all other necessary material, the student will complete the partnership agreement using the merge function with 100% accuracy.

Learning Activities:

1. Read the entire competency sheet. List the task that must be done, how well it must be performed, and under what conditions. When you can perform the objective, ask the teacher for an evaluation.
2. Review the merge function in the reference manual.
3. Review the format of a partnership agreement.
4. Store a partnership agreement and two sets of variables provided by the teacher. Print two partnership agreements using the merge function. Have the teacher check your work.

Evaluation: From information provided, the student will complete a partnership agreement using the merge function with 100% accuracy.

Student Competency Sheet

Word Processing

Unit: Career Applications

Competency Statement: Apply word processing to a banking document using variables.

Performance Objective: Given access to a stored loan application form, variables, and all other necessary material, the student will complete the loan application with 100% accuracy.

Learning Activities:

1. Read the entire competency sheet. List the task that must be done, how well it must be performed, and under what conditions. When you can perform the objective, ask the teacher for an evaluation.
2. Attend a lecture/presentation on the format of banking documents.
3. Review the stop code function in the reference manual.
4. Practice the following assignments which will be provided by the teacher and which use variables:
   a) loan application
   b) trust agreement
   c) overdraft letter
   d) commitment of loan
   e) letter to new customers
   f) letter soliciting new business
5. Contact a bank assigned by the teacher. Obtain information on how the bank produces its documents and write a report. Have the teacher check your work.

Evaluation: From information provided, the student will complete a loan application using variables with 100% accuracy.

Student Competency Sheet

Word Processing

Unit: Career Applications

Competency Statement: Apply word processing to a banking document using the merge function.

Performance Objective: Given access to a stored form collection letter, variables, and all other necessary material, the student will complete the collection letter using the merge function with 100% accuracy.

Learning Activities:

1. Read the entire competency sheet. List the task that must be done, how well it must be performed, and under what conditions. When you can perform the objective, ask the teacher for an evaluation.
2. Practice drills using the merge function provided by the teacher.
3. Practice the following assignments which will be provided by the teacher and which use the merge function:

   a) collection letter
   b) thank you letter
   c) letter advising customers of new services
   d) request for further information

   Have the teacher check your work.

Evaluation: From information given, the student will complete a collection letter using the merge function with 100% accuracy.

Student Competency Sheet

Word Processing

Unit: Career Applications

Competency Statement: Apply word processing to an insurance document using variables.

Performance Objective: Given access to a stored form insurance policy, variables, and all other necessary material, the student will complete the insurance policy with 100% accuracy.

Learning Activities:

1. Read the entire competency sheet. List the task that must be done, how well it must be performed, and under what conditions. When you can perform the objective, ask the teacher for an evaluation.
2. Attend a lecture/presentation on insurance documents.
3. Practice the following assignments which will be provided by the teacher and which use variables:

   a) insurance policy
   b) sales letter
   c) letter soliciting new business
   d) transfer of records letter
   e) loan form
   f) homeowner's binder

Evaluation: From the information provided, the student will complete an insurance policy using variables with 100% accuracy.

Student Competency Sheet

Word Processing

Unit: Career Applications

Competency Statement: Apply word processing to an insurance document using the merge function.

Performance Objective: Given access to a stored form letter renewing an automobile policy, variables, and all other necessary material, the student will complete the letter using the merge function with 100% accuracy.

Learning Activities:

1. Read the entire competency sheet. List the task that must be done, how well it must be performed, and under what conditions. When you can perform the objective, ask the teacher for an evaluation.
2. Review the merge function.
3. Store a letter renewing an automobile policy and three sets of variables provided by the teacher. Print the letters using the merge function. Have the teacher check your work.
4. Revise and print the letter renewing an automobile policy used in Activity 3 to increase rates and change coverage. Have the teacher check your work.

Evaluation: The student will complete a letter renewing an automobile policy using the merge function with 100% accuracy.

Student Competency Sheet

Word Processing

Unit: Career Applications

Competency Statement: Apply word processing to a medical document using power typing.

Performance Objective: Given a patient's medical history and all other necessary material, the student will store, revise, and print the information with 100% accuracy.

Learning Activities:

1. Read the entire competency sheet. List the task that must be done, how well it must be performed, and under what conditions. When you can perform the objective, ask the teacher for an evaluation.
2. Attend a lecture/demonstration on the format of medical documents.
3. Examine sample medical documents provided by the teacher.
4. Practice the following assignments which will be provided by the teacher and which use variables:

   a) patient's medical history
   b) medical consultation
   c) operation report

   Have the teacher check your work.

Evaluation: The student will store, revise, and print a patient's medical history with 100% accuracy.

Student Competency Sheet

Word Processing

Unit: Career Applications

Competency Statement: Apply word processing to a medical document using variables.

Performance Objective: Given access to stored information about an operation, variables, and all other necessary material, the student will complete an operative record with 100% accuracy.

Learning Activities:

1. Read the entire competency sheet. List the task that must be done, how well it must be performed, and under what conditions. When you can perform the objective, ask the teacher for an evaluation.
2. Review the format of an operative record.
3. Print the following medical documents which will be provided by the teacher and which use variables:

   a) operative record
   b) fund raising letter
   c) physical examination

   Have the teacher check your work.

Evaluation: From information provided, the student will complete an operative record using variables with 100% accuracy.